



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Principles of Religious Education. A Course of Lectures Delivered under the Auspices of the Sunday-School Commission of the Diocese of New York. With an Introduction by the RIGHT REV. HENRY C. POTTER, D.D., LL.D., Bishop of New York. New York: Longmans, Green & Co., 1900. Pp. xx + 292.

As ITS title states, this volume is composed of lectures. As these were given by a number of men it loses in unity of treatment what it gains in variety of point of view. The value of its contributions to its subject is also variable. On the one hand there is the opinion of those who favor using the material traditionally used by the Episcopalian church in the training of its children; and, on the other, there is the thoroughgoing reform proposed by professional teachers. None the less these lecturers are united on one point: Sunday-school instruction is inferior and should be made the equal of instruction given in the day schools.

The frank recognition of an almost total lack in the Sunday-school of anything like regard for pedagogical principles is most encouraging. Professor De Garmo's lecture upon "Religious Instruction in England, France, Germany, and the United States" could hardly be improved, not only for its admirable survey of the entire matter, but for its discriminating analysis of the mistakes of the average Sunday-school in its dealing with the period of adolescence. In a somewhat more constructive way Professor Hervey gives the elements of a pedagogy for Sunday-school teachers, and President G. Stanley Hall in a characteristic fashion discusses the "Religious Content of the Child-Mind." Professors F. M. McMurry and Kent discuss respectively the use of biography and geography in religious instruction. Both lectures are interesting.

What must be considered, however, the most important matter considered, "The Content of Religious Instruction" and "The Sunday-school and its Course of Study," is considered by Dean Hodges and Rev. Pascal Harrower, as it stands related to the Episcopalian church and its church school. Such treatment is of course entirely legitimate in diocesan lectures, and the two lectures are helpful for any Sunday-school worker, but we cannot help regretting that the fundamental subject of a curriculum had not been given a more general treatment. Important as the prayer book and catechism elements are for the Episcopal church, Sunday-schools of other denominations are hardly yet ready to adopt them. Professor Butler, it is true, considers the general principles of both curriculum and organization, while President Hall makes the sweeping statement that the order of the books of the Bible is in "the main pedagogic"—a statement that will hardly bear any severe examination without a generous use of the modifying expression. Yet even after all these excellencies are recognized, the lectures lack a careful treatment of the application of a graded curriculum to the Sunday school.

But this criticism is the only serious one to be passed upon the volume. Coming as it does almost as a pioneer in its department, it is most welcome and uncommonly

stimulating. We sincerely hope that it is but a forerunner of many others to be published under the same auspices. If this should be the case, we venture to express the further hope that in other courses each lecturer be allowed at least two lectures, or, indeed, better that some professor of pedagogy who is also a teacher in Sunday-school be asked to give an entire course upon some vital phase of Sunday-school teaching.

SHAILER MATHEWS

THE UNIVERSITY OF CHICAGO

English Literature. By STOFFORD A. BROOKE, M.A. With Chapters on English Literature (1832-1892) and on American Literature, by GEORGE R. CARPENTER. New York: Macmillan, 1900. Sm. 8vo. Pp. viii + (2) + 358. Price, \$1.

THIS is, we believe, a fourth edition of a book first published in 1876, which is now universally conceded to be in the front rank of concise manuals of English literature. The third edition, carefully revised, appeared in 1896 and was favorably received by the reviewers.¹ Like its predecessor, however, it brought the story of English literature down only to 1832, although the last paragraphs were somewhat amplified. With Mr. Brooke's consent Professor George R. Carpenter has now added a chapter of thirty-one pages on "Prose Literature from the Death of Scott to the Death of George Eliot, 1832-1881" and three chapters, aggregating forty-two pages, on American literature, thus increasing the size of the book by about one third. Mr. Carpenter has been eminently successful in catching the spirit of Mr. Brooke's sane and catholic criticism and in carrying it into the field of recent English and American literature. The most cursory comparison of these chapters with the work of others covering a similar field, for example, Mr. Patton's chapter, now curiously antiquated, in the Appleton reprint of Brooke's "Primer" (1882), suffices to reveal their superiority. With such narrow limitations one cannot hope to do much with the criticism of individual authors; wisely, then, Mr. Carpenter has chosen to call attention to conditions and tendencies affecting the general course of our literature than to present what might be but a meaningless of writers. The chronological table, though somewhat meager for the nineteenth century, coming down to 1882, and the indexes add greatly to the value of the book—the most useful survey of the entire field of English and American literature that we know of.

CLARK SUTHERLAND NORTHUP

CORNELL UNIVERSITY

¹ See, for example, *Academy* LI, 277; *Nation* LXIV, 106; *Dial*, XXII, 257; *Literary World* XXVIII, 87; *Athenæum* 1897, II, 161, a searching criticism.